DOCUMENT RESUME

ED 148 441 JC 780 064

AUTHOR Lewis, Troy
TITLE Alvin Community College Faculty Professional Development Plan.
INSTITUTION Alvin Community Coll., Tex.
NOTE 21p.; Evaluation instruments appended to the document may reproduce poorly due to small size of type

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Community Colleges; *Evaluation Methods; *Faculty Development; *Faculty Evaluation; *Junior Colleges; *Measurement Techniques; Rating Scales; Student Evaluation of Teacher Performance; Teacher Improvement

ABSTRACT

The document presents a point-based faculty professional development plan initiated by Alvin Community College (Texas). A list of activities and their respective point values are utilized by faculty members to document professional growth and development, with a thirty point minimum for the academic year necessary for advancement to the next vertical step on the faculty salary schedule. Fourteen activity areas are outlined, for a maximum of 67 points, and include: student evaluation, supervisor evaluation, course work and related work experience, curriculum development, speaking engagements or community events, professional meetings, publications, club sponsor, proposal submission, in-service workshops, commencement ceremony, faculty and administrative/professional meetings, member of professional organizations, and other professional development activities. Copies of the faculty professional development yearly plan and student evaluation of instruction and instructor evaluation instruments are included. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148441

ALVIN COMMUNITY COLLEGE
FACULTY
PROFESSIONAL DEVELOPMENT
PLAN

Alvin Community College seeks to recruit and maintain a faculty whose members support the philosophy of the community college as an institution established to meet the community's varied needs in post-high school education. Each instructor must have the necessary education and experience in his subject field and demonstrate continuing professional growth. Individual faculty members shall be flexible and imaginative in exploring varied approaches to teaching, counseling and curriculum development.

The faculty shall be aware of and concerned with the wide variety of needs of community college students and with the wide range of their individual capacities for growth. In addition, each faculty member must assist in orienting students toward realistic educational achievement based on their motivation and abilities, while supporting the goals of the student activity program.

The following activities and point values shall be used by individual faculty members to illustrate his annual achievements in professional growth and development. The accumulation of thirty (30) points during the academic year (9 months) is necessary for the faculty member to be recommended for promotion to the next vertical step on the faculty salary schedule.

JC 780 064

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Troy Lewis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Professional Development Contd.

Verification of participation and/or attendance in professional growth and development activities is the responsibility of the individual faculty member. Toward this end, the faculty member is encouraged to maintain a professional growth and development record file to be utilized by the Director or appropriate supervisor for the end-of year evaluations.

I. Professional Activity	Maximum points Possible	Point Value
*1. Student evaluation (based on questions 6-25 on student evaluation of instruction form)	10	5 (ea. sem.)
*2. Supervisor evaluation	10	
a. Faculty yearly plan		2 per year
b. Supervisor Evaluation		8 per year
*3. Course work & related work experience	6	
**a. Course in teaching field		1 (per hour)
**b. Course in the field of education		1/2 (per hour)
**c. Course unrelated to teaching or field of education		1/3 (per hour)
**d. Work experience		1 (per 40 hr. wk.)
4. Curriculum development	10-15	
a. New program		4-8 ea.
b. New course		3 ea.
*c. Course revision & curriculum research	(3)	1 ea.
*d. Development of Student Information Plan (SIP)	(3)	1 ea.
5. Speaking engagements or community events	3	1 ea.
6. Professional meetings	4	
a. At school expense		1/2 ea.
b. At own expense		1 ea.
7. Publications (other than news releases)	3	1 ea.
8. Club sponsor	3	3
9. Proposal submission (for outside funding)	2	1 ea.
*10. In-service workshops	2	1 ea.
*11. Commencement ceremony	0	0
*12. Faculty, administrative/professional meetings	0	0
13. Member of professional organizations	3	1 ea.
***14. Other professional development activities	6	
TOTAL	62-67	

*Participation is part of the contractual obligation of each full-time member of the college faculty.

**See explanation of course work and related work experience - pages 6 & 7.

***Point value of activity to be decided upon by Dept. Chairperson and/or Director.

II. Professional Activities Explained

1. Student Evaluation of Instruction

Students at Alvin Community College will have the opportunity to evaluate instruction they have received in a given course, once each semester. Evaluation information from students will support a two-fold purpose:

a. Instructors will be able to make a self-evaluation of their teaching techniques and adjust accordingly.

b. Student evaluations will also contribute to the accumulation of points in the professional growth and development plan.

Questions 6 - 25 of the student questionaire will be used to arrive at a composite grade of evaluation. The following system may be applied:

A	=	5 points
B	=	4 "
C	=	3 "
D	=	2 "
E	=	1 "

The evaluations for the two semesters will be used for a grand total to be divided by the number of students completing the evaluation. Hence:

90 - 100	Point Average	=	5 points
80 - 89	" "	=	4 "
70 - 79	" "	=	3 "
60 - 69	" "	=	2 "
50 - 59	" "	=	1 "

Implementation of student evaluations may be best achieved by instructor pairings. This would involve two instructors working together with each administering the student evaluations for the other at agreed upon times. Instructors performing reciprocal functions are to collect evaluation data cards and written comments and sumbit these to the appropriate supervisor.

Directors will assist and approve instructor pairings. Written comments on student evaluations may be considered by the supervisor in his annual evaluation of the instructor. A computer print out of evaluations and the students' written comments will be sent to the instructor.

Note: A maximum of 10 professional development points may be earned as a result of student evaluations, 5 points each semester.

2. Supervisor Evaluation

In Two Parts:

a. Approval and evaluation of faculty yearly plan

At the beginning of the academic year each instructor will construct their yearly plan to consist of:

(1) The Professional Activities Form completed by the instructor to indicate a planned total of 30 or more points.

(2) The instructor's objectives for the academic year. These are to include at least six significant, yet attainable goals that will strengthen the individual instructor's delivery system.

The plan will be approved by the appropriate supervisor and evaluated by both the supervisor and faculty member at year's end or periodic meetings when necessary.

b. Completion of yearly evaluation form

By March 15, the yearly evaluation of both tenured and non-tenured faculty is to be completed by the appropriate supervisor with one copy of the evaluation given to the faculty member.

Note: A maximum of 10 professional development points may be earned by supervisor evaluation. Two points for an approved faculty yearly plan and 8 points from a yearly evaluation.

3. Course work

The Southern Association of Colleges and Schools, Standard Five (V) concerning professional competence of faculty, requires that 40% of teaching faculty in humanities, social sciences, and natural sciences should possess educational preparation equivalent to one year of advanced study in the teaching field beyond the Master's Degree.

In order to comply with Southern Association standards, and our own interest in Professional Development, faculty members that do not possess 30 hours of advanced study beyond the Master's Degree, with 15 - 18 hours in their primary teaching field are to acquire 3 hours of advanced educational preparation every two years or comparable work experience in their field to meet this requirement. Faculty members who possess 30 hours of advanced study beyond the Master's Degree and those with the earned Doctorate are to acquire 3 hours every 3 years to remain abreast of new developments in their field. Course work completed outside the faculty members primary field may also be considered toward professional development.

Note: A maximum of 6 professional development points may be earned for completed course work. One point for each hour completed in primary teaching field, 1/2 point for each hour completed in the field of education, and 1/3 point for each hour outside the field of education or primary teaching area. Instructors may substitute related work experience for course work to secure professional development points when no advanced

courses are offered in their field. One point may be earned for each week (40 hr.) of full-time work experience approved by the appropriate supervisor.

4. Curriculum Development

A vital dynamic instructional program is essential to the mission of the College. Toward this end, faculty members are encouraged to develop new programs, new courses, engage in curriculum research and continually revise present course offerings.

The Southern Association of Colleges and Schools, Standard (III) concerning the education program states that, " Methods of instruction should be related to the objectives of each course, the capabilities of the students, and the general institutional standards of quality. The process of instruction should be organized so that students and faculty have a clear idea of the aims and the requirements of each course and the methods of evaluation employed."

Members are requested to develop a Student Information Plan (SIP) for each course they teach.

The SIP should include:

a. Course Schedule

A flexible schedule with dates, which list the major topics of the course in a given sequence, approximate amount of time to be spent on each topic, with text and/or lab manual references, and bibiligraphy.

b. Student Evaluation

The manner used for student evaluation, to include the number and dates of major tests with the subject areas, for which the student is responsible, clearly stated. Outside readings, term papers, projects, exercises, etc. are to be stated in such a way that the student clearly understands what is expected of him.

c. Behavioral Objectives

Faculty members should develop behavioral objectives for each major unit of study and provide the student with the necessary assistance in the completion of the objectives.

d. Instructor's Office Hours

Each faculty member will provide the student with his/her weekly schedule of office hours, office number and telephone extension number. Students are to be encouraged to take advantage of office hours for advising, course assistance and to establish an interaction that promotes mutual respect and learning.

Note: A maximum of 10 - 15 professional development points may be earned in the curriculum development area. (A maximum of 4 - 8 points for each new program, 3 points for each new course, and 1 point for each course revision or specific curriculum research completed with a maximum of 3.) In addition each faculty member may earn 3 points and is contractually obligated to complete the SIP for course/courses taught (1 point for each SIP, with maximum of 3).

5. Speaking Engagements and the Development and Promotion of Community Events

Whenever their teaching schedule allows, faculty members of the College are encouraged to contribute to the improvement of College/community relations. This may be done by explaining their program to various clubs and civic groups. In addition the faculty member should be prepared to offer his assistance to aid in recruitment at local high schools, college days, etc.

Note: A maximum of 3 professional development points may be earned in speaking engagements and community events (1 per event).

6. Professional Meetings

In order to be aware of new concepts and recent advances that have been made in their respective field, all faculty members should take the opportunity when possible to attend professional meetings. Information received from such meetings should be disseminated, either oral or written, to those of the college community that would benefit.

Note: A maximum of 4 professional development points may be earned in this area. (1/2 point for each meeting that is College financed and 1 point for each meeting at the faculty member's expense.)

7. Publications

Community colleges are basically teaching institutions; however, those faculty members with talents and expertise in a given field are encouraged to publish and share information with their colleagues.

Publications are to be original works resulting from individual research accepted and published by professional magazines and journals.

Note: A maximum of 3 professional development points may be earned with publications, 1 point for each article published.

8. Club Sponsor

Various student clubs are active on the College campus and each is required to have one or more faculty sponsors in order to receive official sanction.

Note: A maximum of three professional development points may be earned by each faculty member that actively participates in the sponsoring of a campus club.

9. Proposal Submission

The development of proposals, for seeking resources other than traditional revenue, is greatly dependent upon the expertise of the faculty member for his/her ideas in initiation and narration. The faculty member is requested to determine if funds are available for a particular program and if it meets the long range plans of the College.

Note: The maximum of two professional development points may be earned for initiation and narration of a proposal with one point of each developed.

10. In-Service Workshop

Prior to registration of students, for both the fall and spring semesters, in-service workshops will be scheduled for faculty participation. A

variety of worthwhile activities will be scheduled intended to aid the instructional and administrative facets of the College. Suggestions for activities and topics for consideration should be submitted to the Faculty Development Committee. This is a time when all faculty, professional and administrative personnel should strive to create a positive climate for the approaching semester.

Note: Two professional development points may be earned for workshop participation, one point per semester.

11. Commencement Ceremonies

The commencement represents the culmination of a joint venture between the student, faculty and all other support personnel of the College. The assembly and presentation of diplomas and certificates is to honor the recipients for their achievement.

12. Faculty Meetings

Faculty, administration and professional personnel are expected to attend State of the College presentation by the President at the beginning and end of each academic year and called faculty meetings when necessary.

13. Member of Professional Organizations

Membership in certain professional organizations provides the faculty member with the means of maintaining up-to-date contact in his field and is encouraged.

Note: A maximum of three professional development points (PDP) may be earned for membership in professional organizations, one point for each organization.

14. Other Professional Development Activities

Professional development is such a broad and complex area that many activities which contribute to professionalism have not been listed. As a result, the faculty member may substantiate the value of various activities and receive credit with the approval of his director or appropriate supervisor.

Note: A maximum of six professional development points may be earned through a variety of approved activities.

DUTIES OF
PROFESSIONAL DEVELOPMENT OFFICER
WITH RESPECT TO FACULTY NEEDS

1. Develop diversified activities for Fall and Spring workshops.
2. Provide on campus courses (credit or audit) when there is sufficient need.
3. Utilize regional staff development information and develop reciprocal arrangements between colleges.
4. Develop "Learning Fairs" (attendance optional) using campus personnel or outside consultants for areas of faculty interest.
5. Aid faculty members who have individual concerns related to professional development and their instructional delivery system.
6. Coordinate with area directors any other activities that would enhance professionalism and instructional delivery.

ALVIN COMMUNITY COLLEGE
FACULTY
PROFESSIONAL DEVELOPMENT
YEARLY PLAN

Instructor _____ Teaching Field _____

Director _____ Date _____

Professional Activity	Points Planned	Actual Points Earned
* 1. Student Evaluation		
* 2. Supervisor Evaluation		
* 3. Course Work		
* 4. Curriculum Development		
5. Speaking Engagements		
6. Professional Meetings		
7. Publications		
8. Club Sponsor		
9. Proposal Submission (External Funding)		
*10. In-Service Workshop		
*11. Commencement Ceremony	0	0
*12. Faculty Meetings	0	0
13. Professional Organizations		
14. Other Professional Development Activities		
TOTAL		

*Participation is part of the contractual obligation of each full-time member of the college faculty.

STUDENT EVALUATION OF INSTRUCTION
QUESTIONNAIRE

An instructor knows what information the students are to gain from his course. However, the students should have the opportunity to tell the instructor their impressions of the effectiveness and comparative quality of his students.

This questionnaire is a method by which students may communicate to instructors any information which might help them improve the quality of instruction. Please answer the questionnaire conscientiously and objectively. The results of these forms are for the improvement of instruction.

I. Directions: Please mark your responses to the following items on the computer cards provided. Read instructions on the card.

1. My classification is: A. Freshman B. Sophomore

2. My grade to date in this course probably is: A. A B. B C. C D. D E. F

3. My overall grade average at ACC is: A. 3.5-4.0 B. 3.0-3.49 C. 2.5-2.99 D. 2.0-2.49 E. Under 2.0

4. Compared with the effort I usually put into a course, my effort in this course was: A. Well above average B. Above average C. Average D. Below average E. Well below average

5. For the most effective instruction in this course the size of the class was: A. Much too large B. Somewhat too large C. About the right size D. Too small E. Size of class did not matter

6. Instructor's Sense of Humor

A	B	C	D	E
Has keen sense of humor	Frequently shows real humor	Humor occasionally, but not often exhibited	Manifests little or no humor	Humor obviously not spontaneous

7. Instructor's Personal Appearance

A	B	C	D	E
Well-groomed; clothes neat, clean, in good taste	Usually tidy and careful as to appearance	Sometimes careless as to appearance	Usually rather untidy and careless as to appearance	Slovenly; clothes and person untidy

8. Compared with what I hoped to get from this course, I feel I got:

A	B	C	D	E
Far more than I expected	More than I expected	What I expected	Less than I expected	Much less than I expected

9. Were you given a Student Information Plan (SIP) in this course?

A	B	C	D	E
Yes - complete and informative	The SIP was above average	The SIP contained average information	The SIP was below average	No packet at all

10. Was the Student Information Plan (SIP) used in course organization and assignments?

A	B	C	D	E
Yes	To a great extent	Occasionally followed	Used very little	No

11. Teacher's Interest and Enthusiasm in Subject

A	B	C	D	E
Very enthusiastic and interested	Frequently shows enthusiasm	Only mildly interested	Very seldom shows enthusiasm	Subject boring to him

12. Ability to Arouse Interest in Students

A	B	C	D	E
Interest usually runs high	Students frequently show interest	Students occasionally show interest	Students seldom interested	Majority inattentive most of period

13. Thinking Demanded of Students

A	B	C	D	E
Thinking always necessary	Word demands most of the thinking	Some thinking required	Very little thinking required	No thinking required

(OVER)

14. Assignments

A	B	C	D	E
Always clear and definite	Usually clear and definite	Definite; often hurriedly given	Rather indefinite and often hurriedly given	Very indefinite; usually hurriedly given

15. Adjustment to Your Level of Comprehension

A	B	C	D	E
Nearly always	Usually	Average	Seldom	Never

16. Speaking Ability

A	B	C	D	E
Speaks very clearly and distinctly	Distinct but not loud enough at times	Loud enough but not distinct	Words sometimes indistinct and not easy to hear	Words very indistinct, often impossible to hear

17. Scholarship

A	B	C	D	E
Knowledge of subject broad	Knows more than is in text	Knowledge limited to text material	Knowledge apparently deficient at times	Knowledge very plainly deficient

18. Ability to Express Thought

A	B	C	D	E
Words come easily; meaning always clear	Some hesitation; meaning always clear	Some hesitation for words; meaning at times not clear	Much hesitation for words; meaning at times not clear	Meaning almost never clear

19. Feeling Between Instructor and Students

A	B	C	D	E
Complete harmony	Feeling of goodwill prevails	Neither goodwill nor antagonism seems to prevail	Some students antagonized	Instructor tends to antagonize entire class

20. Self-confidence.

A	B	C	D	E
Sure of himself; meets difficulties with poise	Seldom if ever disconcerted	Fairly selfconfident, occasionally disconcerted	Often confused by students	Hesitant, timid, uncertain

21. Tolerance and Openmindedness

A	B	C	D	E
Invites differences of opinion	Welcomes differences of opinion	Shows no personal response to opposition	Sometimes impatient when students oppose his views	Easily aroused to temper by opposition

22. Punctuality in Meeting and Dismissing Class

A	B	C	D	E
Prompt	Rarely late	Occasionally late	Often late	Very often late

23. Personal Peculiarities

A	B	C	D	E
Free from mannerisms	Free from annoying mannerisms	Annoying mannerisms not serious	Annoying mannerisms often detract	Constantly exhibits mannerisms

24. Fairness in Grading

A	B	C	D	E
Very fair	Fair	Usually fair	Seldom fair	Unfair

25. General Estimate of Instructor as a Teacher.

A	B	C	D	E
Excellent	Good	Fair	Poor	Very Poor

ALVIN COMMUNITY COLLEGE

STUDENT EVALUATION OF INSTRUCTION

Instructor _____ Course _____ Date _____

Your comments on the following questions are encouraged. Specific written comments often provide the most valuable constructive criticism available to an instructor.

1. Do you, the student, prepare adequately for the class? If not, why not?

_____

_____

_____

2. Were the teacher's methods appropriate to the size and type of class? If not, in what ways could they be more effective?

_____

_____

_____

3. Comment on the quantity and quality of examinations.

_____

_____

_____

4. Were the assignments appropriate and effective in supplementing classwork?

_____

_____

_____

5. Comment on likes and dislikes of the course.

_____

_____

_____

6. Do you have any suggestions for changes for improvement of the course?

7. List any annoying mannerisms of your instructor, if any.

8. How do you feel the teacher might be more helpful?

9. Would you recommend this instructor to a friend enrolling in this course?

10. What is your opinion of the text?

NOTE: Any comments not covered by the above questions should be written below.

ALVIN COMMUNITY COLLEGE
INSTRUCTOR EVALUATION

Name _____ _____ Teaching Field _____ _____

Department _____ Evaluator _____

1. How does his/her personal appearance impress you?

A	B	C	D	E
Always well groomed shows excellent taste		Makes average impression	Makes poor impression	

2. How does his/her personality affect other people?

A	B	C	D	E
Especially harmonious relations with others		Gets along reasonably well	Antagonizes and irritates others	

3. How does he/she react to students on campus?

A	B	C	D	E
Friendly, smiles, usually acknowledges		Shows reasonable interest in students	Indifferent, shows little concern or attention	

4. Is he/she emotionally well poised?

A	B	C	D	E
Appears at ease even in difficult situations		Usually well controlled, responsive	Easily moved to anger or depression	Apathetic

5. Does he/she express himself clearly?

A	B	C	D	E
Excellent English; conveys ideas clearly and affectively		Makes himself understood quite well; English usually good	Makes frequent errors speech; expression poor	

6. Attention to registration duties.

A	B	C	D	E
Always on time and ready to help		Completes duties as assigned	Frequently late, exhibits poor attitude	

7. How does he/she respond in group meetings?

A	B	C	D	E
Constructive participation		Participates with reasonable interest	Either does not participate or is generally negative	

8. How does he/she control unexpected situations?

A	B	C	D	E
Anticipates emergencies; prevents problems		Meets emergencies fairly well	Baffled; poor decisions, loses control	

9. Does he/she use time efficiently?

A	B	C	D	E
Appears to make excellent use of time		Makes average use of time	Poor utilization of time, usually unorganized	

10. What use does he/she make of materials of instruction?

A	B	C	D	E
Uses wide variety source materials		Supplements textbooks to some extent	Uses textbook only	

11. Does he/she show initiative and ambition?

A	B	C	D	E
Finds things to do without supervision		Works cheerfully but requires occasional help	Requires p odding; shrinks responsibility	

(OVER)

12. How does he/she react to suggestions?

A	B	C	D	E
Seeks help and cooperates cheerfully		Accepts suggestions and performs assigned duties		Is offended by suggestions

13. How does he/she provide for equipment?

A	B	C	D	E
Excellent care of equipment		Keeps necessary equipment in order		Neglects equipment; room disorderly

14. Will he/she be likely to grow in effectiveness?

A	B	C	D	E
Constantly seeking better materials and methods		Modifies practices to some extent		Seldom seeks new methods of materials

15. Does he/she display a cooperative attitude?

A	B	C	D	E
Good team worker, goes out of the way to make things run smoothly		Works well with most people		Prefers to work alone; cooperates grudgingly

16. Does he/she display commitment to college?

A	B	C	D	E
Unusually constructive attitude Contributes much to esprit de corps		Accepts policies and procedures; about how average person would rate		Attitude rarely helpful; usually finds fault

17. Is he/she punctual?

A	B	C	D	E
Never late; certainly not without very good cause		Usually on time		Frequently late

18. Is he/she prompt in preparation of required materials?

A	B	C	D	E
Always turn in material promptly		Usually on time		Has to be reminded

19. How well does he/she maintain office hours?

A	B	C	D	E
Frequently exceeds the required minimum time		Usually maintains the required minimum time		Frequently absent from the campus

20. How well does he/she maintain attendance and grade records?

A	B	C	D	E
Excellent - in good order		Average - keeps necessary records		Poor - very little organization

CODE:
A = 5 pts., B = 4 pts., C = 3 pts., D = 2 pts., E = 1 pt.

ADDITIONAL REMARKS

UNIVERSITY OF CALIF.
LOS ANGELES
FEB 24 1978
CLEARINGHOUSE FOR
JUNIOR COLLEGES

This evaluation has been discussed with me.

Date

Signature of Faculty Member Evaluated